

## NATIONAL STANDARDS:

**Communication:**

- 1.1 Provide & obtain information, express feelings, exchange opinions
- 1.2 Interpretation of written & spoken language
- 1.3 Present information & ideas to an audience

**Cultures:**

- 2.1 Relationship between practices & perspectives
- 2.2 Relationship between products & perspectives

**Connections:**

- 3.1 Reinforce & further knowledge of other disciplines (math, science, history)
- 3.2 Acquire & recognize distinctive viewpoints only available through foreign language

**Comparisons:**

- 4.1 Demonstrate understanding of the nature of language through comparing French & English
- 4.2 Compare French culture to American culture

**Communities:**

- 5.1 Use French within & beyond school setting
- 5.2 Demonstrate life long learning by using language for personal enjoyment

## APPLIED NATIONAL STANDARDS:

- 1.1 Students will meet and greet one another, engaging in conversation to obtain information about each other.
- 1.3 Sample dialogues will be rehearsed and presented.
- 2.1 Vous and Tu voices will be used to indicate formality of relationship between speaker and listener.
- 3.1 Subject pronouns and verb agreement will connect the study of French to the study of English grammar.
- 3.2 French viewpoint of etiquette in speech is evident.
- 4.1 Recognize nature of language through comparisons of subject pronouns used as well as subject verb agreement and adverb use.
- 4.2 Compare French and American cultures via information exchanged in greetings, body language, leisure activities and interests pursued.
- 5.2 Pursue personal enjoyment through French songs and games via technology use.

## ACTIVITIES:

- 1. Dialogue rehearsal and presentations of greetings.
- 2. Discuss what misunderstandings may arise if an American learning French did not use proper voice when speaking to a stranger in France.
- 3. Conjugation of –er verbs using a T-chart formation/ 3x5 cards with verb endings written on them- call out various subjects and have students hold up correct verb terminal to match the subject.
- 4. Sing alphabet
- 5. TPR expressions of classroom expressions: ex. Ouvrez vos livres-open hands. Repetez svp - hands indicating words coming from mouth.
- 6. Count off forwards and backwards. Count items in classroom. Combien?
- 7. Computer lab usage to access web sites for listening practice.
- 8. Use adverbs to qualify how often students do certain activities.

RESOURCES: Bien Dit level 1, chapter 1 ( *Et Vous?* Premiere partie, chapitre preliminaire et premier chapitre (pp. 1-56).

[http://french.about.com/library/begin/bl\\_begin\\_vocab.htm](http://french.about.com/library/begin/bl_begin_vocab.htm)

Listening sound bytes for beginners: alphabet, classroom expressions, introductions, greetings and pronunciation.

List of classroom expressions.

Verbarama worksheets that teach and practice subject verb agreement.

<http://www.ipl.org/div/news> for listing of and access to world newspapers on line.

## UNIT OBJECTIVES:

- 1. Students will use correct forms of address for both informal and formal greetings. They will choose the applicable title to indicate Mr., Mrs., and Miss.
- 2. Recite the alphabet with French pronunciation and use letters to spell aloud names and vocabulary words.
- 3. Use French to communicate classroom related needs and personal interests, positive and negative forms.
- 4. Students will access websites that teach French pronunciation and vocabulary.
- 5. Use French numbers 0-30 for counting and telling age.
- 6. Subject pronouns will be compared to English counterparts.

## ASSESSMENTS:

- 1. Oral conversation- participation
- 2. Dialogue presentation- class work
- 3. Individual written practice on numbers, verb conjugations, and negation.-HW
- 4. Dictation (spelling work)- quiz
- 5. Written and oral tests that indicate student skills in response to written and spoken French.
- 6. At the bell journal entries, daily-graded bi-monthly

## REMEDICATION:

- 1. Verb rehearsal worksheets.
- 2. Greeting dialogue vocabulary practice- fill in missing words.

## ENRICHMENT:

- 1. Find a francophone country that you would most like to visit, and state some of the attractions that are unique to that country either geographically or culturally.

**NATIONAL STANDARDS:****Communication:**

- 1.4 Provide & obtain information, express feelings, exchange opinions
- 1.5 Interpretation of written & spoken language
- 1.6 Present information & ideas to an audience

**Cultures:**

- 2.3 Relationship between practices & perspectives
- 2.4 Relationship between products & perspectives

**Connections:**

- 3.3 Reinforce & further knowledge of other disciplines (math, science, history)
- 3.4 Acquire & recognize distinctive viewpoints only available through foreign language

**Comparisons:**

- 4.3 Demonstrate understanding of the nature of language through comparing French & English
- 4.4 Compare French culture to American culture

**Communities:**

- 5.3 Use French within & beyond school setting
- 5.4 Demonstrate life long learning by using language for personal enjoyment

**APPLIED STATE STANDARDS:**

- 1.1 Students will talk about themselves and others. Using descriptive adjectives with the verb être.
- 1.2 Practice French dialogue describing musical tastes.
- 1.3 Modify a given dialogue to represent their personal preferences and present it to the class.
- 2.2 Discuss the impact of French music, sports and dance on culture.
- 3.1 Connect English use of adjectives and articles to French, and use French numbers while doing simple math.
- 3.2 Acknowledge some sources and results of national pride.
- 4.1 Compare adjective and article use of English and French.
- 4.2 What influences have shaped our culture?
- 5.1 Plan to share French music in public setting.
- 5.2 Find some French music students like now (DIAM ?)

**UNIT OBJECTIVES:**

- 1. Begin to name common nouns with gender markers, including school courses and electronic devices.
- 2. Form questions using “Est-ce que” to elicit personal responses.
- 3. Use numbers 0 – 30 in simple math operations.
- 4. Recognize the meanings of verbs: manger, dormir, aller, travailler, parler, danser, discuter, faire, jouer, sortir, voir, nager, chanter, désirer, être, adorer, aimer, préférer and détester.
- 5. Utilize “liason” with words beginning with a vowel.
- 6. Contract definite articles with the preposition “à”.
- 7. Pluralize irregular nouns ending in –al and –eau.
- 8. Show subject verb agreement with –er verbs such as “aimer”.

**ACTIVITIES:**

- 1. Dialogue pronunciation, comprehension and rehearsal.
- 2. Consider possibility of singing a French song for “coffee house” or international day, listen to some selections.
- 3. Around the world game with math operations.
- 4. Listen to samples of various French music, search for words, and attempt to sing- group or individual. Dance the bourrée.
- 5. Students create schedule of classes they are taking this year.
- 6. Exchange preferences, using adorer, aimer, préférer and détester.
- 8. Erase-it game with new vocabulary written on board.

**ASSESSMENTS:**

- 1. written quiz- make sentences negative/ dictée.
- 2. participation- responding to lesson / math game.
- 3. home work – new vocabulary words.
- 4. atb- written responses to “set” questions
- 5. class work - create and present dialogue
- 6. Test – written response to listening and reading prompts.

**EMEDIATION:**

- 1. Practice memorization of text book dialogue.

**ENRICHMENT:**

- 1. Create personalized dialogue to indicate personal styles.

**RESOURCES:**

- 1. Bien Dit level 1, chp. 2 (Et Vous? Premiere partie, chapitres 1-2).
- 2. [www.dizzler.com](http://www.dizzler.com) for current music samples.
- 3. Flash cards for addition and subtraction problems.
- 4. Magazine pictures of people to indicate the 3 singular and 3 plural voices.
- 5. Copy of words to the Marseillaise.

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- 1.7 Provide & obtain information, express feelings, exchange opinions
- 1.8 Interpretation of written & spoken language
- 1.9 Present information & ideas to an audience

**Cultures:**

- 2.5 Relationship between practices & perspectives
- 2.6 Relationship between products & perspectives

**Connections:**

- 3.5 Reinforce & further knowledge of other disciplines (math, science, history)
- 3.6 Acquire & recognize distinctive viewpoints only available through foreign language

**Comparisons:**

- 4.5 Demonstrate understanding of the nature of language through comparing French & English
- 4.6 Compare French culture to American culture

**Communities:**

- 5.5 Use French within & beyond school setting
- 5.6 Demonstrate life long learning by using language for personal enjoyment

**APPLIED NATIONAL STANDARDS:**

- 1.3 Students will name and describe their relationship to others.
- 1.2 Discuss possessions of themselves and others.
- 1.1 Ask simply questions using intonation, est-ce que, n'est-ce pas, and inversion.
- 4.1 Use subject/adjective agreement.
- 4.1 Learn the BANGS adjectives.
- 4.1 Verbs: etre, avoir, prendre, vouloir, preferer

**UNIT OBJECTIVES:**

- 1. Students will list members of their family and friends.
- 2. Identify classroom objects using *il y a, c'est, ce sont*.
- 3. *Qu'est-ce que c'est?* and indefinite articles.
- 4. Discuss possession of objects using possessive adjectives.
- 5. Students will learn numbers 20-100.
- 6. Students will learn regular adjectives in addition to “BANGS” adjectives.
- 7. Students will ask and answer simple questions.
- 8. Form adjectives to agree in number and gender to the noun described.
- 9. Students will read and reflect on written text about people’s lives (family, friends, town, and interests).
- 10. Students will use correct forms of the verb “avoir” (to have).
- 11. Students will talk about things they have using “avoir”/possessive adjectives.

**ACTIVITIES:**

- 1. Present and describe photos of family/friends.
- 2. Describe friends and celebrities.
- 3. Identify classroom contents and to whom they belong.
- 4. Number games and math questions.
- 5. “Jeopardy” game/teacher gives answer and student provides question.
- 6. Create questions from sentences.
- 7. Write a magazine article based on an interview with a celebrity.
- 8. Students write letters to each other as “pen-pals” to describe family, friends, community, and interests.
- 9. Verb games
- 10. Create a “family tree” and present to class.

**RESOURCES:**

*Et Vous?* Chapitre 2 and 3  
 Website: [French.about.com](http://French.about.com)/pronunciation and grammar practice  
*Verbarama* worksheets for “avoir”

**ASSESSMENTS:**

- 1. Presentation (oral and written) of family tree.
- 2. Presentation of celebrity interview (oral and written).
- 3. Demonstrate comprehension of written text through homework, quizzes, and tests.
- 4. Respond appropriately to questions about family, friends, interests, and possessions.
- 5. Create questions about family, friends, interests, and possessions.
- 6. Presentation of student written dialogues.
- 7. Class participation.
- 8. Adjectives and “avoir” supplementary exercises, quizzes, and tests.
- 9. Dictation
- 10. Student read-aloud opportunities to check pronunciation.

**REMEDIATION:**

- 1. Peer tutoring
- 2. Additional practice through supplementary material and French educational websites.
- 3. Grouping
- 4. Extra teacher help

**ENRICHMENT:**

Cultural discussions to compare life in francophone cities and towns and those in the United States.

## NATIONAL STANDARDS:

**Communication:**

- 1.10 Provide & obtain information, express feelings, exchange opinions
- 1.11 Interpretation of written & spoken language
- 1.12 Present information & ideas to an audience

**Cultures:**

- 2.7 Relationship between practices & perspectives
- 2.8 Relationship between products & perspectives

**Connections:**

- 3.7 Reinforce & further knowledge of other disciplines (math, science, history)
- 3.8 Acquire & recognize distinctive viewpoints only available through foreign language

**Comparisons:**

- 4.7 Demonstrate understanding of the nature of language through comparing French & English
- 4.8 Compare French culture to American culture

**Communities:**

- 5.7 Use French within & beyond school setting
- 5.8 Demonstrate life long learning by using language for personal enjoyment

## APPLIED NATIONAL STANDARDS:

- 1.1 Students will obtain information regarding time and weather from other students.
- 1.2 Students will be able to discuss daily weather and seasonal weather.
- 1.3 Students will present dialogues to audience regarding time and weather.
- 4.1 Students will learn days, months, and dates.
- 4.1 Students will learn how to tell time as well as expressions of time.
- 4.1 Students will understand the usage of “avoir” and “faire” expressions and their differences.
- 4.1 “Aller” and “aller plus the infinitive”

## UNIT OBJECTIVES:

- 1. Students will talk about going places and future plans.
- 2. Students will be able to explain where they are and where they are going.
- 3. Students will tell when something is going to occur using days, months, and dates.
- 4. Students will learn to tell time as well as inquire about time.
- 5. Students will learn how and when to use appropriate time expressions in contextual settings.

## ACTIVITIES:

- 1. Describe the perfect weekend in front of the class using chapter vocabulary, pictures and props.
- 2. Work with a partner and ask each other about future plans and activities using ALLER and ALLER plus infinitive and expressions of time.
- 3. “Fortune telling” – predictions for the future with “Madame Brioché”
- 4. Design a map of a town using new vocabulary. Present in front of class and describe where you are going in a sequential format.
- 5. “Charades” – act out a place you are planning to go.
- 6. Make a calendar of your favorite month and present in front of class. Explain why it is your favorite month.
- 7. Make a clock and use it to demonstrate how to tell time in French. Prize to be awarded for most creative clock.
- 8. Verb games

## RESOURCES:

*Et Vous?* Chapitre 4  
 Website: [French.about.com](http://French.about.com)  
 -pronunciation and grammar practice  
*Verbarama* worksheets for “aller”, verbs that use the preposition “à”, faire

## REMEDIATION:

- 1. Peer tutoring
- 2. Additional practice through supplementary material and French educational website.
- 3. Grouping
- 4. Extra teacher help

## ENRICHMENT:

Cultural discussions to compare leisure time in France and the U.S.

Have a typical French “pique nique” and design the menu.

Traditional French holidays.

**NATIONAL STANDARDS:****Communication:**

- 1.13 Provide & obtain information, express feelings, exchange opinions  
 1.14 Interpretation of written & spoken language  
 1.15 Present information & ideas to an audience

**Cultures:**

- 2.9 Relationship between practices & perspectives  
 2.10 Relationship between products & perspectives

**Connections:**

- 3.9 Reinforce & further knowledge of other disciplines (math, science, history)  
 3.10 Acquire & recognize distinctive viewpoints only available through foreign language

**Comparisons:**

- 4.9 Demonstrate understanding of the nature of language through comparing French & English  
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**Communities:**

- 5.9 Use French within & beyond school setting  
 5.2 Demonstrate life long learning by using language for personal enjoyment

**APPLIED NATIONAL STANDARDS:**

- 1.1 Students interests will be expressed, and opinions about interests exchanged  
 1.2 “At the Bell” activities and other classroom activities will demonstrate interpretation of the written & spoken language.  
 1.3 Students will present their ideas about their interests to the class  
 2.1, 2.2 Sports and pastimes will be discussed in class and the differences in opinions and practices from the US to other French speaking countries  
 3.1 reinforce & further knowledge in Math through puzzles and charts  
 3.2 Acquire & recognize Francophone viewpoints about sports and leisure activities through short video clips, articles and the internet  
 4.1, 4.2 Understanding the nature of language through comparing verbs used with sports such as “faire” – to do, to make; while comparing our cultures.  
 5.1 Play “Pétanque” an outdoor game similar to Bocci

**UNIT OBJECTIVES:**

1. Students will be able to ask about interests.
2. Students will properly use adverbs to ask how often someone does an activity
3. Students will learn the names of places in a town
4. Students will learn and properly use weather expressions
5. Students will learn the months of the year & the seasons
6. Students will learn to conjugate the irregular verb “faire – to do, to make” and related “faire expressions”
7. Students will apply the verb “aller-to go” to express the future tense
8. Students will apply the verb “venir- to come” to express the recent past (Just done something)

**ACTIVITIES:**

1. Skits – asking & talking about sports.
2. Class discussion & essay about household activities & chores.
3. The verb game (A conjugation game) with irregular verbs, with the “future proche” tense rather than the present.
4. Write about the 4 seasons: the weather, activities, opinions.
5. Learn to play a traditional French game – La Pétanque (an outdoor game similar to lawn bowling or Bocci)

**RESOURCES:**

- Bien Dit, Chapter 5
- French First Year, Amsco
- Various teacher generated hand-outs and work sheets

**ASSESSMENTS:**

1. Oral dialogues & skits
2. Written vocab. quizzes on sports and weather.
3. Verb quiz (faire, venir, other verbs related to chapter)
4. Essay on related topic- (pro sports player, weather, leisure activities, etc...)

**REMEDATION:**

1. Extra help after school
2. Peer tutoring
3. Practice sheets
4. Ability grouping

**ENRICHMENT:**

1. Additional vocabulary related to chapter. (Sports, weather, health, clothing)
2. Le future- The real future tense (Will & shall)

**NATIONAL STANDARDS:****Communication:**

- 1.16 Provide & obtain information, express feelings, exchange opinions
- 1.17 Interpretation of written & spoken language
- 1.18 Present information & ideas to an audience

**Cultures:**

- 2.11 Relationship between practices & perspectives
- 2.12 Relationship between products & perspectives

**Connections:**

- 3.11 Reinforce & further knowledge of other disciplines (math, science, history)
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**Comparisons:**

- 4.11 Demonstrate understanding of the nature of language through comparing French & English
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**Communities:**

- 5.10 Use French within & beyond school setting
- 5.2 Demonstrate life long learning by using language for personal enjoyment

**APPLIED NATIONAL STANDARDS:**

- 1.1 Provide & obtain information about food, express & exchange feelings and opinions about food and drink.
- 1.2 Interpretation of written and spoken language through explanation of the uses of prendre versus avoir.
- 1.3 Presentation of information and ideas through skits and food presentations.
- 2.1 Discuss relationship of food and culture in US and in francophone countries.
- 2.2 Discuss and show to class actual French products and how it differs to please a different market. Also differences in Advertising.
- 3.1 Reinforce knowledge in math and the metric system through restaurant checks, packaging weights & measures.
- 3.2 Point out France’s distinctive viewpoints on Food and drink.
- 4.1 Demonstrate the nature of language through comparison of the use of direct object pronouns and articles in French and in English.
- 4.2 Compare Food cultures of the US and France
- 5.1 Use French in ordering food at a French Restaurant.
- 5.2 Speaking French while dining at a French Restaurant

**UNIT OBJECTIVES:**

- 9. Students will learn food & drink vocabulary.
- 10. Students will be able to accurately label a sample place setting.
- 11. Students will offer, accept, & refuse food.
- 12. Students will ask for & give an opinion.
- 13. Students will ask about food & place an order.
- 14. Students will ask about prices & pay the check.
- 15. Students will learn to conjugate the irregular verbs, Prendre, Boire, Payer, Essayer, & “voudrais” –conditional tense “would like”
- 16. Students will learn the cultural differences between American meals and meals from Francophone countries,
- 17. Students will learn about partitive articles and accurately use them and other articles learned.
- 18. Students will learn direct object pronouns & use them correctly.

**ACTIVITIES:**

- 6. Skits – Food shopping, In a restaurant
- 7. Class discussion & essay about Cultural food differences and table manners
- 8. The verb game (A conjugation game) with irregular verbs and regular verbs
- 9. Write a French menu
- 10. Practice sheets on direct object pronouns and articles..
- 11. Prepare foods following recipes.

**RESOURCES:**

*Bien Dit* (2008) level 1. Chapitre 6, Bon Appétit! (EV chp. 5)  
<http://frenchfood.about.com> Authentic French recipes  
 French recipes provided by teacher  
<http://www.ipl.org/div/news> for listing of and access to world newspapers on line.  
 Blume, *French First Year*, 3<sup>rd</sup> edition, Amsco  
 Various teacher generated hand-outs and work sheets

**ASSESSMENTS:**

- 5. Oral dialogues & skits
- 6. Written vocab. quizzes on Food and The place setting
- 7. Verb quiz (Boire, Prendre, Payer, Essayer, & other related verbs)
- 8. Tests on partitive articles and direct object pronouns. (written & oral)
- 9. Written original menus (3 meals)

**REMEDATION**

- 5. Extra help after school
- 6. Peer tutoring
- 7. Practice sheets
- 8. Ability grouping

**ENRICHMENT:**

- 3. Additional vocabulary related to chapter. (Foods, verbs of food preparation. Ex. sauter)
- 4. Essay on Foods in France (ex. Escargots, Cheese, Crepes)

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**Communities:**

- 5.1 Use French within & beyond school setting
- 5.2 Demonstrate life long learning by using language for personal enjoyment

**APPLIED NATIONAL STANDARDS:**

- 1.1 Students will exchange information about past events while discussing personal shopping habits.
- 1.2 Interpret written and spoken dialogue about past events.
- 1.2 Create a fashion show and present it to the class.
- 2.1 Discuss perspective evident in the European practice of dressing more formally on a daily basis.
- 3.1 Analyze similarities of past tense formation in languages spoken by students in the class (Eng., Span,..)
- 4.1 Compare different structures of compound tenses in English and French.
- 4.2 Discuss culturally appropriate dress and how it changes over time and space.
- 5.1 Present a fashion show of French clothing styles to other language classes, or for international day in the halls.

**ACTIVITIES:**

- 1. Instructional review of the conjugation of “avoir”, study of irregular and regular past participles.
- 2. Cooperative constructive activity to formulate a fashion show, students are given some elemental prerequisites.
- 3. Sentence writing with the verb “mettre” in the present tense and other verbs in the passé compose.
- 4. Game: box of clothes- Mettez les vêtements si rapide que possible.
- 5. View a video- describe what people are wearing.

**RESOURCES:**

- 1. *Bien Dit* level I, chapitre 7
- 2. Box of clothing articles for game
- 3. Various videos: for example “A year in Provence”, for authentic French dress.
- 4. Video camera and film to watch and critique presentations.

**UNIT OBJECTIVES:**

- 1. Communicate completed past actions using the *passé compose* with verbs that take “avoir” as a helping verb.
- 2. Utilize vocabulary pertaining to clothing in such a way as to fully describe what various people are wearing now and did wear in the past.
- 3. Compare culturally acceptable clothing trends.
- 4. Students will be able to communicate their own opinions about what to wear and where.
- 5. Students will be able to give directions and advise another person what type of store they need to go to, to purchase various products.

**ASSESSMENTS:**

- 1. Participation during instructional and cooperative lessons.
- 2. Independent work done outside of the class.
- 3. Quiz on vocabulary and dictation.
- 4. Class work evident in fashion show.
- 5. Written response to listening and reading test.

**REMEDIATION:**

- 1. Find some pictures of people wearing different clothing and label the elements you can see.
- 2. Peer practice- name the clothing articles

**ENRICHMENT:**

- 1. Web Quest: Using IPL, find and present current fashion trends in francophone countries.

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**APPLIED NATIONAL STANDARDS:**

- 1.1 Describe homes and articles of furniture in them.
  - 1.2 Interpret story or dialogue about home furnishings.
  - 1.3 Present elements of a dream house to the class.
  - 2.1 Describe the concept of the rez-du-chausée and premier étage and the difference between les toilettes and la salle de bains.
  - 3.2 Find gender and number cues in some verb forms of French.
  - 4.1 Compare compound verbs of English to Passé Composé in French.
  - 4.2 Discuss costs and types of housing options.
  - 5.1 Presentations will be conducted in class to other students.
- French club will be available after school for further practice of French.

**ACTIVITIES:**

- 1. Students draw pictures of homes based on classmates oral descriptions of their dream homes, labeling rooms and furniture.
- 2. Read dialogue that brings the reader through different rooms of a home. Practice pronunciation and memorization of the dialogue. Learn about typical family chores in Senegal.
- 3. Create cards with names and pictures of furniture, then listen to a description of where moving men are to place the furniture, and with tape on the back of the card, place the card on the board within the confines of the correct room displayed by a floor plan drawn on the board.
- 4. Using new verb forms fill in the correct form that shows subject agreement with airplane verbs and Vandertramp verbs.
- 5. Rehearse Vandertramp verbs by writing them on the board, then create sentences using each one. Using pp agreement!

**RESOURCES:**

Bien Dit, chapitre 8  
3x5 cards, white board with markers, floor plan to display.  
French/English dictionaries.

**UNIT OBJECTIVES:**

- 1. Students will learn the acronym “Vandertramp” and recall the verbs that use etre as a helping verb in passé composé.
- 2. List the rooms of the house in French and learn the difference between “le premier étage” and the first floor.
- 3. Conjugate the irregular “airplane” verbs: dormir, sortir, partir and servir and –yer verb such as nettoyer in the present tense.
- 4. Describe a room by the location of furniture elements and in relationship to where it is located in relationship to other rooms in the house.
- 5. Past participle agreement will be discussed
- 6. New verbs pouvoir and devoir will be practiced.

**ASSESSMENTS:**

- 1. Participation- asking and answering questions during instructional sessions.
- 2. Home work- individual practice using “Vandertramp” verbs in the passé compose with past participle agreement.
- 3. Class work- creating description and interpreting another student’s description of a house.
- 4. Quizzes- on vocabulary and dictation.
- 5. Test- on listening and reading responses.

**REMEDIATION:**

- 1. Review adjective agreement, and then do exercises that require past participle agreement (to show correlation).
- 2. Practice passé compose with both “avoir” and “être” as the helping verbs.

**ENRICHMENT:**

- 1. Describe your dream house and list rooms and furniture not given in our text book.